**Question 1:**

From Magnus Sandberg, teacher at Stovner Upper Secondary School:

The question that interest me the most at the moment, is what kind of role the commercial entertainment games could have in education. It is not difficult to use pedagogical games for learning (if the school can meet the technology claims) However, the coolest games, with high development budget and the most sophisticated game world, will probably always be a commercial game. For many pupils, computer games are an important culture expression and reference, more than both literature and film (which is already central elements in many subjects at school). I think it would be interesting to get a better understanding on what kind of role commercial games can have (or will have) in education.

**Question 2:**

Form Tone Dalgarden, teacher

http://www.google.no/images/cleardot.gif

I am working as a teacher in a high school where all pupils have their own laptop, and in my teaching it’s natural that ICT is integrated into the curriculum. I have knowledge of research and policy documents about ICT and education, and my belief is that ICT should and must be integrated in all subjects, at all levels in school.

After working two years in the school, I am still not satisfied with my own use of ICT and I am not sure what my pupils learn when it comes to digital literacy and how to teach them this. I could have very good use of some concrete examples about the practical use of ICT in teaching, and that this information is available and easy to access. I think it's important to give teachers something concrete, something that has value in teaching, and that it also should be related to research. It would be very useful if one could successfully bring up concrete examples on how digital literacy is related to the school subjects and in general.

**Question 3:**

Form Øyvind Jakobsson

After I started to work in the school, I have lost the access to the scientific publications. Formerly I had access to the University library at University of Bergen, and I could follow the scientific development. Without this admission, the access to scientifically based knowledge has become very limited.

My question is:

Howe do I get permanent access to scientific libraries?

From Jostein Hassel

I am a teacher with in-depth study in social science, and at the moment I am a master student at the University College of Stord/Haugesund, in the “ICT in teaching programme “. I am about to formulate a research question for my thesis on the subject Games and School (or digital game based learning).

As an old ”gamer” with roots back to the 80’s (Role-play, Board Games and Computer Games), I have a lot of informal competence on the subject, but I experience that much of the literature, as well as in the academic circles, the fundamental knowledge on how games are performing, where the games come from, and what makes them playable etc., is lacking. In connection to school, I think there is to little focus on what the direct learning is, and what the indirect learning is, related to the outcome and also problems related to the resources.

The question is:

How can one distinguish and assess between the direct and indirect learning of the use of computer games. For example, World of World Craft can teach you about teamwork, planning and organization etc, but its not easily to adapt this to the curriculum.

Is the use of computer games (or any other simulation games) intended for all students or for smaller groups with their own needs and challenges?   
  
What criteria are fundamental to make the digital games function in school and in relation to satisfy all at the user side?

* School: Do not put pressure on the limited resources and provide transferable learning to the curriculum knowledge goals.
* The teacher: Allows the use in class, without taking too much time from other subjects or themes in the same subjects, while providing as good or better learning outcomes than other forms of instruction
* Student: is motivating to play, and at the same time providing new knowledge relevant to students' daily life and school situation.

Is it possible to simply develop games that satisfy all, without that it at the same time be interesting for nobody?

Is there a natural link between playing computer games and digital literacy, or does playing games give you only the exact knowledge of the game, and little that is transferable to other situations?  
Why is the use of games often limited to computers based games, when there is hundreds of analogue play titles that can have the same benefit or better benefit on many potential direct an indirect learning goals, as the digital version. For example Settlers of Cataan, Agricola, A house divided, Puerto Rico, Junta, Ancients, Brittania, Carcassonne, Warhammer, World In flames, Empire at arms, Call of Cthullu, Fall of Rome. These are simulation games in the same way than most of the digital games.

In addition; as an old school gamer it is my allegation and my strong beliefs that of today, there is no role-play that is digital based. Many of the fairytale games are called role-play games or RPG, because of the commercial interest to sell these games to the large group of analogue role-players, in the beginning of the 90’s. Even though the latest multiplayer games begin to approach the possibility of this form. (So did the old, first MUD or Multi User Dungeon "text-based games, that flourished in the early 1990 numbers). I've seen some try to use features and properties of plain roll playing and LARP (Live RPG) to describe computer-based role-playing game called ... it is wrong.  
  
  
**Question 4:** Oslo kommune, utdanningsetaten: The municipality of Oslo, the Department of Education

1. **Digital literacy**

* Elaborate a minimum standard of requirement that the single teacher should be able to master regarding the use of digital tools (digital skills).
* The management team of teaching with ICT:
  + Is there need for guideline for what content the pupils should have accesses to in the classrooms?
  + Research on the differences between teachers that use of a steering tool on the Internet and the teachers that don’t use this kind of steering tool (learning outcome)
  + Concentration, focus and the effective learning.
* Does random use vs. more deliberate use of ICT in classrooms have any significance for the pupils learning outcome.
* What kind of pedagogical or didactical changes must the teachers relate to regarding development of digital competence? (New didactical models?)
* What kind of teaching- and working method allows for good development of digital literacy?
* How to break down the concept of digital literacy to areas that school can use in teaching?
* What factor framework (organization, equipment, access) should be present at the school for optimal learning and development of digital literacy? (Tips, advice and good examples).
* The selection of learning resources - on what basis will the schools / teachers in relation to the selection of educational materials (textbooks, digital learning materials and digital resources)
  + Is there an overall assessment (books, digital learning resources) or is this selection taken randomly?
* **Digital assessment**
  + Form and tools (which tools, form).
  + Content (criteria, achievement of objectives).
  + Ideas and tips for breaking down the competence aim with digital content.
  + Does the teachers have sufficient competence in relation to development of different types of tasks that is required for the use of digital tools and for developing good assessment criteria?
* What kind of digital skills/competences are emphasised on the exam? Is there an advantage, or has it no impact on the results of the exam that students have good digital skills.
* How important is early intervention regarding practice of digital skills, in relation to construction of digital literacy education later in the course?
  + Copy and paste" how to relate to different sources, source criticism, reference sources
* What role should social media have in school?
  + How should schools deal with students' use of social media?

1. **The use of games in education**

* How to facilitate the way of using games in education (organization, methods, assessment, learning outcomes). Examples of good practices. Especially from primary school.
* Research on the learning outcome when using games in teaching.
  + Added value
  + How to assess the skills students acquire in the game?
* What skills and competencies do students with much experience of games hold, versus students who do not have much experience?
  + Do these skills give the students an advantage in the learning context?
* How to improve from central hold, so that schools can use games in education (Examples of games, access to games)
* Define areas (subjects, student groups) that can benefit the most from using games in teaching.
  + Motivation
  + Variety
  + Theory and Practice